

Preparing for the Teaching Knowledge Test (TKT)

Concepts and terminology related to Language, language use and the Background to Language Learning and Teaching

Describing language skills and subskills. Reading.

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ASPECTS OF THE TEACHING/LEARNING OF STRUCTURES

	<i>Form</i>	<i>Meaning</i>
<i>Listening</i>	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
<i>Speaking</i>	Production of well-formed examples in speech	Use of the structure to convey meanings in speech
<i>Reading</i>	Perception and recognition of the written form	Comprehension of what the written structure means in context
<i>Writing</i>	Production of well-formed examples in writing	Use of the structure to convey meanings in writing

Section 1 Reading and subskills

Preparing for the Teaching Knowledge Test (TKT) of Cambridge University ESOL Examinations. Language and background to language learning and teaching. Unit 5. Part 1. Language Skills: Reading, Listening, Speaking, Writing and their subskills.

Unit 5 – Reading and subskills. The key concepts related to reading and its subskills.

Reading is the process of receiving and interpreting information encoded in language form via the medium of print. **Its comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known. Reading subskills** refer to informational processing techniques that are automatic, whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story. They are applied to a text unconsciously for many reasons including expertise, repeated practice, compliance with directions, luck, and native use. **Reading skills are** sets of abilities which are specifically and sequentially taught, on the basis that there are particular kinds of knowledge which learners need to acquire in advance of access to continuous text and **reading strategies are** ways of accessing text meaning which are employed flexibly and selectively in the course of reading. In teaching, attention is paid to the manner in which the reader is able to draw effectively on existing linguistic and background knowledge. **The subskills helps to the process of reading. The study of the Unit is made under the basis of a sub-skills approach**, dividing the skill into a set of component parts and studying them individually.

Reading

When reading, we need to be able to:

- recognise different formats such as headlines or faxes and different styles and genres
- know letters, words and phrases
- understand implication and style
- skim, scan, predict, guess and remember
- relate what we've read to our own experience, mentally agree or disagree, criticise or commend; physically turn the pages from right to left, and read the lines from left to right
- survey books; speed read
- read aloud
- pore over what every word means or read for pleasure and the general idea.

According to Block & Pressley, 2002a; Duke & Pearson, 2002: 235; Guthrie, Wigfield, & Perencevich, 2004b; Pressley, 2002b; Trabasso & Bouchard, 2002, the 20 Major Reading Strategies are:

A. Empirically validated reading comprehension strategies

Activating prior knowledge

Answering questions and Elaborative Interrogations

Constructing mental images

Forming questions

Making associations (mnemonic support)

Monitoring (d. Pressley 2002b)

Previewing

Summarization

Text -structure awareness and story grammars

Using graphic organizers

B. Indirectly supported reading strategies used in validated multiple strategy

Instruction

Clarifying

Establishing goals for reading

Inferencing (d. Pressley 2002b) (using context)

(Mental) translating

Paraphrasing

Predicting

Rereading

Reading aloud (for modeling, for fluency)

Synthesizing information

Taking notes

Reading comprehension subskills.

Subskill of reading comprehension	Definition	Example
Activating prior knowledge	<p>Activating prior knowledge appears to improve recall of information among students (Dewitz, Carr, & Patberg, 1987; Hansen & Pearson, <i>Building main-idea comprehension</i> 211 1983). In 14 studies involving activation of prior knowledge across first through ninth grades, comprehension was improved in all but one study (Trabasso & Bouchard, 2002). Background-knowledge activation is widely recognized as a key to building better comprehension for a text, assuming that the way in which background is activated is effective. For example, Chen and Graves (1995) showed that providing specific Reading guides for texts improved comprehension for L2 students significantly more than telling personal stories about the general topic of a text (see also Rapp et al., 2007).</p> <p>Activating prior knowledge can also be a two-edged sword. Efforts to activate prior knowledge that is incompatible with the information in the text (and that is usually wrong) do not lead to improved comprehension (e.g., Guzzetti et al., 1993). Typically in these cases, prior-</p>	

	<p>knowledge activation can be detrimental to comprehension (Goldman, Varma, & Cote, 1996; Lipson, 1983; Pressley & Woloshyn, 1995). It is important that knowledge activated by students prior to reading be consistent with information presented by the text. However, less background knowledge may not always be a hindrance. McNamara & Kintsch (1996; McNamara et al., 1996) showed that high-level students with limited background knowledge can learn more from a text than less-skilled students with more background knowledge because the former work harder at building a high standard of coherence for their text understanding.</p>	
<p>Answering questions and elaborative interrogations.</p>	<p>Answering questions and Elaborative Interrogation have long been recognized as important cognitive abilities, and certain aspects of question answering are strategic in nature. In general, answering questions after reading significantly improves comprehension for adults (Anderson & Biddle, 1975). In a more recent review of 17 studies of question-answering instruction across third through eighth grades, students improved memory for text information and developed Strategies for finding answers (Trabasso & Bouchard, 2002). Elaborative Interrogation, a particular type of</p>	

	<p>comprehension questioning to elicit reflective student answers, is centered on follow-up why questions intended to improve comprehension of difficult expository texts (Ozgungor & Guthrie, 2004; Pressley et al., 1992; Pressley, 2000, 2006; Willoughby, Wood, & Khan, 1994; Woloshyn, Paivio, & Pressley, 1994; see also Chi et al., 1994). Wood, Pressley, and Winne (1990) demonstrated that students from fourth through sixth grades showed significantly better recall of information from texts with this approach. Woloshyn, Pressley, and Schneider (1992) achieved similar results with sixth and seventh-grade students. Using Elaborative Interrogation, students remembered much more from the texts than did the control groups. Ozgungor and Guthrie (2004) demonstrated the positive effects of Elaborative Interrogation for text recall, inference making, and coherence building with university students. Anderson (1999) and Kern (2000) both make strong cases for this type of strategy in L2 settings as well.</p>	
Constructing mental images.	Constructing images is a technique in which learner uses to build mentally environments, people, actions or parts of a told story.	

<p>Forming questions</p>	<p>Forming questions is commonly recognized as an important strategy among LI reading researchers. Question-forming strategies often require training students in how to generate appropriate questions in relation to a text. There is strong evidence that question generation improves memory for text information, the identification of main ideas, and accuracy in answering questions (Rosenshine, Meister, & Chapman, 1996). However, a problem with research on question forming is that the individual strategy (i.e., question forming) is often examined in research studies in combination with other strategies, so it is not always easy to identify question forming as the major factor in comprehension improvement. In these contexts, forming questions is generally recognized as a major contributing factor to comprehension development (e.g., for CORI: Guthrie & Taboada, 2004; for reciprocal teaching: Palincsar, 2003). One major approach to the development of comprehension abilities (Questioning the Author) centers specifically on students' abilities to form questions and explore answers (Beck et al., 1997). There is little empirical research on the effectiveness of student questioning in L2 reading contexts.</p>	
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Preparing for the Teaching Knowledge Test (TKT) of Cambridge University ESOL Examinations. Language and background to language learning and teaching. Unit 5. Part 1. Language Skills: Reading, Listening, Speaking, Writing and their subskills.

Unit 5 – Reading and subskills. The key concepts related to reading and its subskills. **Reading comprehension subskills.**

Subskill of reading comprehension	Definition	Example
Making associations (mnemonic support)	Make an association is a reading strategy in which the reader uses to link different facts of a story to have comprehension of the whole content.	
Monitoring comprehension	<p>Monitoring comprehension is commonly discussed as a major Reading strategy that improves comprehension. It has also often been identified as a major metacognitive process (Baker, 2002; Pressley, 2002b; Pressley & Block, 2002). Monitoring comprehension typically incorporates many strategies under its umbrella. Table 10.4 identifies several of the Strategies that are used as part of monitoring comprehension.</p> <p><i>Strategies used for comprehension monitoring</i></p> <ol style="list-style-type: none"> 1. Has a reason for reading and is aware of it 2. Recognizes text structure 3. Identifies important and main-idea information 	

	<p>4. Relates text to background knowledge</p> <p>5. Recognizes relevance of text to reading goal(s)</p> <p>6. Recognizes and attends to difficulties</p> <p>7. Reads carefully</p> <p>8. Clarifies misunderstanding</p> <p>In fact, almost any strategy that supports main-idea comprehension could be seen as an option for monitoring comprehension under appropriate circumstances. It should be clear from the above list that comprehension monitoring is not a simple process of recognizing main ideas and detecting difficulties. Thus, viewing monitoring as a matter of metacognitive control rather than as a specific strategy may be more appropriate.</p> <p>Pressley (2002a) notes that student monitoring of text comprehension can be difficult to teach because there are so many ways a reader can monitor comprehension. Nonetheless, there are many researchers who treat comprehension monitoring as a specific strategy and carry out research studies on monitoring. (Monitoring tasks usually involve detecting errors in texts while reading.) In a review of 20 studies with L1 readers in second through sixth grades who were taught directly to monitor their comprehension, significant</p>	
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	improvements were found in (a) detecting text difficulties; (b)improving memory of text material; and (c) performing better on standard reading-comprehension tests (Trabasso & Bouchard, 2002) (see also Cain, 2006; Oakhill, Hartt, & Samols, 2005). There is relatively little research on comprehension monitoring and its impact on Reading comprehension with L2 readers.	
Previewing	Pre-reading activity used to become more aware students of text structure to preview texts and highlight key words that signal text structure.	
Summarization, summarising	To train children to sum up, as short as possible, a text with all the important information and / or ideas.	Ask students to underline all important facts/events in a text/ story - Elicit these facts/events and write on blackboard in note form - Write summaries in groups and compare each group's work (pin on blackboard or read it out)
Text -structure awareness and story grammars.	Using text-structure awareness has been shown to be a powerful means for improving reading comprehension and recall of information. Text structure awareness includes recognizing, and attending to, a number of discourse-signaling systems, including: Levels of importance of information in texts , Headings and subheadings, Paragraphing choices, Co-referential connections across	

	ideas in a text, Relations of part-ta-part and part-ta-whole information, Transition forms and signal words, Patterns for organizing text information (cause and effect, problem and solution, comparison and contrast, description, classification, analysis, argument and evidence, procedural sequence, chronological ordering).	
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Unit 5 – Reading and subskills. The key concepts related to reading and its subskills. **Reading comprehension subskills.**

Subskill of reading comprehension	Definition	Example
Using graphic organizers and visual graphics.	<p><i>Using graphic organizers</i></p> <p>Using graphic organizers (e.g., Venn diagrams, matrices, flow charts) creates an important combination of text-structure awareness, main idea recognition, and imagery. As a strategy used with learners and then practiced by learners, applying graphic representations to organize text information leads to improved recall of information and significantly better comprehension. Graphic organizers help students recognize text structure and highlight main concepts and their relations with supporting information (Alvermann, 1986; Berkowitz, 1986; Guri-Rosenblit, 1989; Jiang, 2007; Tang, 1992; Taylor, 1992; Taylor & Beach, 1984; Vacca, 2002; Vacca & Vacca, 1999). In a recent review of 11 studies involving graphic organizers with L1 students from fourth through eighth grades, students improved significantly in reading comprehension (Trabasso & Bouchard, 2002). In L2 contexts, graphic organizers have also proven to be effective (Carrell, Pharis, & Liberto, 1989; Jiang, 2007; Tang, 1992) A detailed explanation of the impact of both discourse-structure awareness and the use of graphic organizers is presented in Chapter 12. In general, research on the importance of discourse-structure awareness for expository-prose comprehension has been shown to be consistently effective.</p>	<p>Table construction – pupils construct headings (and fill in cells)</p> <p>Diagram completion – label completion – diagram completion</p> <p>Diagram construction – e.g. flowchart, network, Venn diagram.</p>

Building main-idea comprehension.	Building the main idea in Reading is generally a used strategy to get the main idea of the content of a reading or story.	
Inferencing or Predicting	<p><i>Inferencing</i> Inferencing instruction is generally viewed to be useful to comprehension improvement, but there are relatively few experimental studies that provide explicit training in inferencing as a way to improve comprehension among grade-level or better readers. There is strong evidence that inferencing abilities represent a major difference between poor readers and normal readers (Yuill & Oakhill, 1991). However, inferencing, as an instructional cognitive skill / strategy, is not easy to establish independently of other processing skills and strategies. For example, appropriate inferencing is dependent on the amount of prior knowledge that is activated, vocabulary knowledge, text-structure awareness, the level of focus of comprehension monitoring, and the use of many other Reading strategies. Much like comprehension monitoring, inferencing abilities might be better thought of as an overarching form of metacognitive processing that engages many specific strategies, depending on the situation, task, and reader goals (Pressley, 2002b; see Chapter 4). Many of the assumptions about the positive impact of inferencing are based on the strong research support for prior knowledge on text comprehension (see above). Pressley (2002b) also notes that inference instruction is problematic because there are so many types of inferences that a reader can make while reading (representing much the same problem that arises with discussions of monitoring). While recognizing the importance of inferencing, it appears that more research remains to be done.</p> <p>A particularly important aspect of inference-forming skills is the process of reference tracking while reading (Pretorius, 2005; Walter, 2004). When an idea, person, or object has been mentioned previously in a text, various mechanisms are used to signal the reader to recover, or</p>	Any activity but making sure students have to interpret the information: Giving only date of birth in the text or interpreting moods.

	<p>activate, that entity. In some cases, this activation of prior information is simple, such as in the case of pronouns referring back to a noun in the same sentence. In many cases, however, the antecedent that is to be recovered and reactivated may have appeared further back in the text and requires a set of inferences to link that information to the current information in working memory. This ability to retrieve information through anaphoric reference tracking is an important type of inferencing during reading and it is central to building both the text and situation models of comprehension. It is also a primary mechanism for coherence building in the comprehension theories of Gernsbacher (1990, 1997) and Kintsch (1998). Readers make inferences to retrieve the prior entity because of signals conveyed by pronouns, direct repetition, synonyms, paraphrases, demonstratives, and the definite article, among other signaling options. Both Pretorius (2005) and Walter (2004) have demonstrated that anaphoric systems and information retrieval play an important role in L2 reading abilities.</p>	
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Unit 5 – Reading and subskills. The key concepts related to reading and its subskills. (See document named introduction to the four skills of the language)

Subskill of reading	Definition	Example
Clarifying	In a written conversation, a request by a listener for clarification of a previous utterance by a speaker.	For example: <i>Could you say that again? Did you say. . . . ?</i>
Establishing goals for reading	The goals for reading are often to carry out language-learning assignments rather than to build new academic skills and knowledge bases. L2 reading goals for students are also often constrained by the limited expectations of others in terms of outcome goals and purposes for reading. A final important implication comes from Rauding Theory: Readers will read in different ways depending on the purpose for reading (see also Chapter 1). It is important to give students meaningful reasons to read for different purposes and to raise students' awareness about how they might read differently when they are trying to achieve different goals. Reading strategy instruction that emphasizes the importance of flexible goals for reading, as well as the skills to carry out those goals, will improve students' reading comprehension L2 students, who are learning to read in different settings, at different institutions, and with varying levels of instructional training and resource support, will have different learning goals generally, and varying comprehension goals with each task they carry out. Certainly any reading curriculum will vary according to general learning goals and student proficiency	

	<p>levels. One general implication, in considering the wide range of contexts for L2 reading, is that there is no single "one size fits all" set of recommendations for reading instruction or curriculum development. L2 reading instruction should be sensitive to the students' needs and goals and to the larger institutional context. When L2 students read specific texts in classroom contexts, particularly in academically oriented settings, they will engage in varying types of reading that reflect differing tasks, texts, and instructional objectives.</p> <p>Sometimes students do not fully understand the goals for a given reading text or reading task, and perform poorly. The problem may not be an inability to comprehend but a lack of awareness of the real goal for that reading task (Newman, Griffin, & Cole, 1989; Perfetti, Marron, & Foltz, 1996). Students need to become aware of the goals that they might adopt while reading, and teachers need to be more sensitive to clarifying goals explicitly. Students can discuss these goals for reading and how they might read texts differently depending on each type of goal. Students might also consider how they adjust goals when they encounter varying kinds of difficulty while reading - when the concepts are new, when the task requires careful understanding, when the text is long, or when the grammar is particularly complex. Thus, on both a general curricular level and on a day-to-day instructional level, goals and purposes for reading play a major role in reading development.</p>	
	Technique in which the learner uses to	

(Mental) translating.	understand and interpret the content of a reading.	
Paraphrasing	Paraphrase is an expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand. Is finding another way to say or write something that has been read or heard using different words when you cannot think the right language.	For example, <i>to make (someone or something) appear or feel younger</i> is a paraphrase of the English verb <i>rejuvenate</i> . Dictionary definitions often take the form of paraphrases of the words they are trying to define.

Subskill of reading	Definition	Example
Synthesizing information	Making students sensitive and aware of the use of language by: (i) Inference – understanding , (ii) Linking words and sentences to ideas And (i) <u>Inference:</u> Deducing the meaning and use of familiar terms through contextual clues.	
Predicting	Encouraging students to predict or guess the content of the text from its title or its illustrations or to anticipate the end of a sentence, or story, using language they already know.	Pupils predict next part. Pupils write next part.

Subskill of reading	Definition	Example
Scanning	(in reading) a type of reading strategy which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. Learner tries to locate specific information in a text. Letting children wander over the text until they find information or answer. Reading for specific information. It is when we read a text just to find a specific piece or pieces of info in it.	When we look for a number in a telephone directory. T/F Statements Multiple choice Or when the reader may read through a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born.
Questioning	<p>To test children's comprehension of text through questions.</p> <p>Questions can be:</p> <ul style="list-style-type: none"> - from the book - made up by the Teacher - made up by the students - oral and/or written <p>Questions types include:</p> <ul style="list-style-type: none"> - yes/no answers - true/false - correcting statements - multiple choice - expanding answers - what/when/why/where/how? - opinion/inferential questions. 	

Subskill of reading	Definition	Example
Modeling	Is an attempt to get at the understanding of a text by re-structuring and re-presenting it. This method requires some form of diagrammatic representation of text using forms like flow charts, time lines and drawings.	To train children to understand the main points and sequence of a text.
Blank filling	To train the students to construct missing words by teaching them to read around (before and after) the gap.	Text given to children with some key words deleted. Children are to infer or guess the meanings of these words. <ul style="list-style-type: none"> - As above, but give a word bank and students have to choose correct word for each space - Blank out one in ten, to one in five words - Blank out nouns or verbs or adjectives or adverbs.
Sequencing	This activity involves words sentences, paragraph or a story being cut into sections and scrambled. It activity involves full discussions and reasoning before moving on to compare results with the original text.	To help students to understand the chronological sequence in a text, and the use of referential words: e.g. then, next, however, but, it, they, them, he, she, me. In a time base or other base .

Subskill of reading	Definition	Example
Dictionary skills	To encourage students to make good use of dictionary and to be less dependent on the Teacher for explanations.	<p>Have a competition to see who can find the meaning of a word first (encourages speed reading)</p> <ul style="list-style-type: none"> - Teach students how to use a dictionary (alternative spellings of same sounds) - Give students a choice of correct definitions and then discuss/look it up in a dictionary in pairs/groups.
Matching	Relating written information to pictures, diagrams and other words.	<p>Give students some pictures. Select relevant words/sentences/paragraphs and they match them to pictures.</p> <ul style="list-style-type: none"> - Give each student a headline/title/caption or article. The students must find the matching pairs. - As above, groups or pairs working together to match
Reading aloud	This subskill occurs when Teacher Reads in loud voice to students sentence/paragraph and students repeat chorally or individually, in other form pairs or groups students read to each other and correct and help each other.	To practice good pronunciation (of single words and group of words) and intonation the way the voice moves up and down (for understanding and expression)

Subskill of reading	Definition	Example
Reading for detail	Getting the meaning out of every word. Reading for details is a level of reading comprehension in which the reader reads to note specific information in a passage including the sequence of information, and a common goal in teaching is the reading comprehension.	A reading of a letter from someone you love who you haven't heard for a long time.
Extensive Reading	Involves reading of long pieces of text.	A story or an article.
Intensive Reading	Involves reading to examine language, making learners more aware of how language is used.	To look all the words in a text related to a particular topic or work out the grammar of a particular sentence.
Silent reading	To give students the chance to read at their own speed or to encourage reading for pleasure in a silently way.	Have a reading cupboard/corner where fast, bored tired students can choose what to read. Do a reading comprehension when students read silently, and write answers, after the new/difficult words have been taught.

Subskill of reading	Definition	Example
Skimming	Skimming or, Reading for gist. Is when we read quickly through a text to get a general idea of what it is about. Going through the text very quickly, to get the general idea. Is a type of reading strategy in which the reader samples segments of a text in order to achieve a general understanding of its meaning. Skimming involves the use of strategies for guessing where important information might be in a text and then using basic reading comprehension skills on those parts of the text until a general idea of its meaning is reached.	Skimming when you look quickly through a book in a bookshop to decide if you want to buy it. Students read and say what is about a text. Students read through a passage and suggest a title for it.

Subskill of reading	Definition and use	Example
Rereading. Reading aloud (for modeling, for fluency)	A reader may reread the current sentence or go back two sentences and begin rereading in order to re-establish text-model building without giving much conscious attention to what went wrong the first time.	
Deducing or guessing meaning from context	<p>Guessing the meaning of an unknown word by using the information in a situation and/or around the word to help. It occurs before and/or after a word, a phrase or even a longer utterance or a text. The context often helps in understanding the particular meaning of the word, phrase, etc. For example, the word <i>loud</i> in <i>loud music</i> is usually understood as meaning “noisy” whereas in <i>a tie with a loud pattern</i> it is understood as “unpleasantly colourful”. The context may also be the broader social situation in which a linguistic item is used. For example, in ordinary usage, <i>spinster</i> refers to an older unmarried woman but in a legal context it refers to <i>any</i> unmarried woman. To deal with words in texts, the learner works out with them from the language around it. This subskill consists when a readers have a number of clues which may be able to use to help them work out the meaning of an unfamiliar word. Use: Visual clues. e.g. a picture of a book or film footage in a TV news broadcast. Your own background knowledge about a situation.</p> <p>The immediate context and grammatical clues in a context.</p> <p>The structure like a prefix or suffix may give a clue.</p>	To ask students to work out the meaning of a new word from the language around it. Matching words to synonyms, pictures, definitions.

Subskill of reading	Definition and use	Example
Reading for mood	This subskill can be known as inferring attitude or feeling mood too. This consists to decide how a writer feels about something from the way the s/he writes, rather from what s/he openly the words s/he uses.	Look in the book how the woman looks. How do you think she feels?
Reading for gist	Reading in order to understand the general meaning of a text without paying attention to specific details.	Read the text. Decide which is the best heading for it. To work out the meaning of a new word from the language around it.
Proofreading	Checking for mistakes in accuracy of a text (spelling, punctuation, grammar or editing again)	To give to a work a final check for accuracy.

Subskill of reading	Definition	Example
Consulting reference resources	Looking up meaning of unknown words in a dictionary, etc.	To check the meaning in a dictionary of one word if you aren't sure how to use it.
Organising learning aids	To separate into topics new vocabulary or strong them in separate cards in a box.	

Section 2 The key concepts related to Reading

Section 3 Issues concerning in reading practice.

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Unit 5 – Reading and subskills. The key concepts related to reading and its subskills. **Issues concerning in reading practice.**

Issues of Reading

Issues of reading	Definition	Example/s
L1 interference or mother tongue interference	Extensive individual oral reading and choral reading is of questionable value in the ESL classroom. Accuracy in oral reading by learning English may be complicated by native language interference at every level from the letter-sound relationship to suprasegmentals of the language.	e.g. (stress, intonation, and pauses).
Fossilisation		
Developmental error		
Overgeneralisation		
Interlanguage		

Issues of reading	Definition	Example/s
Inadequate vocabulary		
Grammar as a stumbling block		
Imperfectly learned pronunciation and intonation		
Cultural issues	Cultural issues might impede text comprehension. What seems to be a straightforward text. It is of limited value to assess reading comprehension when readers lack the cultural knowledge needed to understand the text. Summarizing is difficult and should not be asked of learners until they understand the text.	for example, an article about a tree house or one about a family going to the Dairy Queen in a station wagon—may present the reader with difficulties in comprehension because of cultural differences.

Section 4 The features of reading texts.(e.g.- Layout, organization, accuracy, fluency, authenticity.)

Practice: Exercises of reading concepts.

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